Indiana Department of Education
SUPPORTING STUDENT SUCCESS

EVALUATION RUBRIC
FOR
2011-2012 SUPPLEMENTAL SERVICE PROVIDER APPLICATIONS

PART ONE
This part of the application is reviewed by IDOE but is not scored.

PART TWO
This part of the application is reviewed and scored by three different reviewers.

SECTION 1. Evidence of Effectiveness in Improving Student Academic Achievement (30%)

ESTABLISHED ORGANIZATIONS:

1. Empirical or statistical evidence of significant improvement in student academic achievement in <u>each of the subject areas in which the applicant plans to tutor</u> (e.g., English/language arts, Mathematics, or Science) over time as a result of students participating in the applicant's tutoring program. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict the academic improvement of participating students.

NOTE TO REVIEWERS: If the organization is applying as a new organization or a new program of an established organization, please refer to #1(a) and #2(a) on page 2.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show student improvement; if tables/graphs/charts are included, they are highly useful in depicting achievement.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show student improvement; if tables/graphs/charts are included, they are somewhat useful in depicting achievement.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show student improvement; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

2. Provide a description of the methodology (measures and analysis used) used to collect the evidence provided in #1.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description of methodology is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

NEW ORGANIZATIONS OR NEW PROGRAMS OF ESTABLISHED ORGANIZATIONS:

1(a). Provide a specific description of the anticipated levels of achievement expected from the applicant's proposed SES tutoring program. In addition, please share the rationale for the anticipated achievement levels as well as research data (and research citations) supporting the projected achievement levels.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description of achievement levels is clear and extensive; anticipated achievement levels appear feasible yet ambitious; rationale is sound and strongly supports anticipated levels; appropriate research data supporting projected achievement levels is provided.	Description of achievement levels is generally clear; anticipated achievement levels appear possible but not ambitious; rationale is clear and somewhat supports anticipated levels of achievement; somewhat appropriate research data supporting projected achievement levels is provided.	Description of achievement levels is partial or vague; anticipated achievement levels are unclear, overly ambitious, or not feasible or appropriate; rationale is unclear and does not support anticipated levels; little or no research data supporting projected achievement levels is provided.	No description is provided.

2(a). Provide a description of the methodology that will be used to collect evidence related to student achievement to demonstrate effectiveness.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

SECTION II. Documentation of High Quality Curriculum and Instructional Strategies (15%)

1. Provide an overview of applicant's tutoring program. Describe the evidence that supports applicant's claim that its program is high quality. Please include research citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Description is extensive; Tutoring program appears to be of high quality; appropriate and extensive evidence and/or research is provided indicating high quality nature of applicant's program.	Description is generally clear but not extensive; Tutoring program somewhat appears to be of high quality; some evidence and/or research is provided that somewhat indicates the high quality nature of applicant's program.	Description is partial or vague; Tutoring program does not appear to be high quality; no evidence or research is provided indicating the quality of the applicant's program.	No description is provided.

2. Describe instructional methods that are used to implement the curriculum described in number 3.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Methods are extensive; methods are highly appropriate for the program and curriculum; methods appear highly likely to support student achievement.	Methods are adequate but not extensive; methods are somewhat appropriate for the program and curriculum; methods appear somewhat likely to support student achievement.	Methods are inadequate or unclear; methods are inappropriate for the program and curriculum; methods appear unlikely to support student achievement.	No description is provided.

3. Describe the curriculum that will be used by applicant's program (for each of the subject areas in which the applicant plans to tutor). This section should describe the materials (e.g., textbooks, workbooks, related manipulatives, etc.) that are used in the applicant's program. If applicant's program uses any brand-name materials, applicant should include the brand name but also ensure that a detailed description of the curriculum is provided.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Curriculum is clearly described; curriculum is highly appropriate for a high quality tutoring program; applicant demonstrates a strong understanding of curriculum.	Curriculum is described in a generally clear manner; curriculum is somewhat appropriate for a high quality tutoring program; applicant demonstrates a generally clear understanding of curriculum.	Curriculum is unclear; curriculum is inappropriate for a high quality tutoring program; applicant demonstrates a poor understanding of curriculum.	No description is provided.

4. Describe the direct link between applicant's program elements (including but not limited to the applicant's curriculum, instructional methods, length & number of sessions, class size, lesson plans, etc.) and increased student achievement. Describe the research that supports each program element's (including but not limited to the applicant's curriculum, instructional methods, length & number of sessions, class size, lesson plans, etc.) link to increased student achievement and include research citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Evidence provided shows strong connection between program elements and increased achievement; applicant demonstrates strong understanding of connections; elements appear highly likely to increase achievement; applicant clearly understands research used; research is clearly and extensively linked to program elements; explanation includes extensive research that has been published in peer-reviewed journals.	Evidence provided shows adequate connection between program elements and increased achievement; applicant demonstrates adequate understanding of connections; elements appear somewhat likely to increase achievement; applicant generally understands research used; research is adequately linked to program elements; explanation includes some research that has been published in peer-reviewed journals.	Described linkages are unclear or inadequate; evidence provided shows inadequate or unclear connection between program elements and increased achievement; applicant demonstrates poor understanding of connections; elements appear unlikely to increase achievement; program elements are not research-based or are weakly linked to research; applicant does not seem to understand research used; explanation includes no research that has been published in peer-reviewed journals.	No description is provided.

5. Provide a detailed description of a typical tutoring session. This section should describe the length of the session and include a detailed sample lesson plan for each subject area in which applicant plans to tutor as well as materials for a typical tutoring session. Additionally, the sample lesson plan(s) should refer to the components of the curriculum (described in number 3) and any applicable instructional methods (described in number 2) used during the sample lesson(s).

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Lesson plan(s) is strong and of high quality; lesson plan includes all required components as detailed in IDOE's SES Policies & Procedures Section 2.9; clear and extensive references are made to curriculum and instructional strategies; lesson plan is highly appropriate; a lesson plan for each subject in which applicant will tutor was provided.	Lesson plan(s) is of adequate quality; lesson plan includes all or most of the required components as detailed in IDOE's SES Policies & Procedures Section 2.9; references to curriculum and instructional strategies are somewhat clear; lesson plan is somewhat appropriate; a lesson plan for each subject in which applicant will tutor was provided.	Lesson plan(s) is partial, vague, or of low quality; lesson plan includes few or none of the required components as detailed in IDOE's SES Policies & Procedures Section 2.9; references to curriculum and instructional strategies are unclear; lesson plan is inappropriate; a lesson plan for each subject in which applicant will tutor was provided or a lesson plan for one or more subject areas in which applicant will tutor is missing.	No description or lesson plan is provided.

SECTION III. Connection to Local District Instructional Programs and Indiana's State Academic Standards (15%)

1. Describe how applicant has established or plans to establish connections with the academic programming of the district(s) in which the applicant intends to operate. **a)** Cite the specific district(s) curriculum or instructional methods to which applicant's program connects, and **b)** Describe how applicant's organization plans to build relationships with district staff including district central office staff, principals and teachers.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Connection is extremely clear; specific programs are cited and clear connections are established; plans to build relationships are extensive and likely to succeed.	Connection is somewhat clear; some specific programs are cited and moderate connections are established; plans are generally clear and possible to succeed.	Connection is partial or vague; description is limited; no specific programs are cited or connections to specific program(s) are unclear; plans are unclear and unlikely to succeed.	No explanation is provided.

2. Describe the ways in which applicant's program curriculum and lessons (described in Section II number 3 and 5) directly connect to Indiana Academic Standards, especially those for English/Language Arts and Mathematics. Provide specific examples of applicant's curriculum and/or lessons plan(s) connection to Indiana's Academic Standards (for each subject area in which applicant plans to tutor) and include the exact Indiana standards or substandard citations in the examples provided. Lastly, describe the process applicant will use to ensure that all lessons connect to Indiana Academic standards.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Connection is strong and extremely clear; specific standards are cited; strong understanding of IN standards is demonstrated; process to ensure all lessons connect to standards is thoroughly described.	Connection is somewhat clear; some specific standards are cited; adequate understanding of IN standards is demonstrated; process to ensure all lessons connect to standards is mentioned but not described in detail.	Connection is partial or vague; few or no specific standards are cited; poor understanding of IN standards is demonstrated; process to ensure all lessons connect to standards is not described.	No connection to standards is provided.

SECTION IV. Student Assessment (15%)

1. Name and describe the assessment(s) that will be used to pre-test students to diagnose and assess student needs and to post-test students to measure growth. Provide a description of why this assessment was selected and evidence that this assessment is an appropriate and valid measure for *applicant's* programming.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Clear description of assessment is provided; assessment is highly appropriate; applicant demonstrates extensive understanding of the assessment tool and how assessment is an appropriate measure for applicant's program.	Adequate description of assessment is provided; assessment is generally appropriate; applicant demonstrates adequate understanding of the assessment tool and how assessment is an appropriate measure for applicant's program.	Partial or vague description of assessment is provided; assessment is inappropriate; applicant demonstrates poor understanding of the assessment tool and how assessment is an appropriate measure for applicant's program.	No description is provided or no assessment is used.

2. Describe how the selected assessment(s) connects to ISTEP+ as a measure of a student's mastery of Indiana Academic Standards. Also, describe how the assessment(s) will enable the applicant to identify the specific Indiana Academic standards that should be targeted for each student. Lastly, provide specific examples from the assessment(s) demonstrating its (their) connection to Indiana Academic Standards (for each of the subject areas in which the applicant plans to tutor).

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is strong; assessment extensively connects to ISTEP+ and academic standards; applicant demonstrates an extensive understanding of the connection; assessment appears highly likely to assist applicant in targeting specific standards for students.	Description is adequate; assessment generally connects to ISTEP+ and academic standards; applicant demonstrates an adequate understanding of the connection; assessment appears somewhat likely to assist applicant in targeting specific standards for students.	Description is vague or inadequate; assessment connects poorly to ISTEP+ and academic standards; applicant demonstrates a poor understanding of the connection; assessment does not appear likely to assist applicant in targeting specific standards for students.	No description is provided.

SECTION V. Assessment of Progress and Reporting Information (15%)

1. Describe the process that will be used to develop an individual learning plan and individualized instructional program for each student based on each student's individual needs (which should include clear goals and a timetable for achievement gains). In addition, please include a description of how the assessment described in Section IV will be used as part of the program development process for each student.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Process is extremely clear and likely to be successful at identifying student needs; standardized assessment is clearly connected to program development process; applicant demonstrates a strong understanding of connection between use of the assessment, planned programming, and goals.	Process is adequate and possible to be successful at identifying student needs; standardized assessment is adequately connected to program development process; applicant demonstrates an adequate understanding of the connection between use of the assessment, planned programming, and goals.	Process is vague or inadequate and unlikely to be successful at identifying student needs; standardized assessment is poorly connected to program development process; applicant demonstrates a poor understanding of the connection between use of the assessment, planned programming, and goals.	No description is provided

2. Describe how applicant will work with district staff and parents to ensure that learning plans are appropriately designed to meet individual student needs.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Plan is strong; plan appears highly likely to result in appropriate individual learning plans; district and parents are extensively involved.	Plan is adequate; plan appears possible to result in appropriate individual learning plans; district and parents are somewhat involved.	Plan is inadequate or inappropriate; plan appears unlikely to result in appropriate individual learning plans; district and parent involvement is limited.	No description is provided.

3. If applicant intends to operate as a small or large group program (e.g., with a student/tutor ratio of greater than 1:1), describe how tutoring will be individualized based on student needs as well as the ways in which tutors will adjust each student's programming based on student progress, **OR** if applicant intends to operate as a one-to-one program, describe how applicant will adjust instruction periodically based on each student's level of progress toward academic goals.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
For small/large groups: description is strong; applicant demonstrates a clear understanding of how to individualize within a group; process for adjusting programming is strong. For one to one programs: description is strong;	For small/large groups: description is adequate; applicant demonstrates an adequate understanding of how to individualize within a group; process for adjusting programming is adequate. For one to one programs: description is adequate;	For small/large groups: description is poor or inadequate; applicant demonstrates a poor understanding of how to individualize within a group or does not plan to individualize; process for adjusting programming is limited. For one to one programs:	No description is provided.

applicant demonstrates a clear & extensive process for adjusting instruction.	applicant demonstrates an adequate process for adjusting instruction.	description is inadequate or poor; applicant demonstrates a poor or inadequate process for adjusting instruction.	

4. Describe the specific procedures, including the timeline and frequency of reporting, to be used in reporting student progress to (1) parents; (2) teachers; and (3) local school district staff.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Procedures are extensive; procedures are extremely clear and highly appropriate for reporting progress; procedures are likely to ensure that all parties are informed of student progress.	Procedures are adequate; procedures are somewhat clear and adequate for reporting progress; procedures appear possible to ensure that all parties are informed of student progress.	Procedures are partial or vague; procedures are unclear or inadequate for reporting progress; procedures appear inadequate for ensuring that all parties are informed of student progress.	No description is provided.

5. Explain how applicant will maintain compliance with confidentiality precautions as set forth in NCLB and FERPA in applicant's progress reporting or sharing of any additional student level information http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Also, describe how student information will be maintained in a secure environment.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Explanation is extremely clear and includes effective methods for maintaining student information in a secure environment; applicant demonstrates strong knowledge of confidentiality requirements of NCLB and FERPA.	Explanation is generally clear and includes appropriate methods for maintaining student information in a secure environment; applicant demonstrates fair knowledge of confidentiality requirements of NCLB and FERPA.	Explanation is unclear and does not include appropriate methods for maintaining student information in a secure environment; applicant demonstrates poor knowledge of confidentiality requirements of NCLB and FERPA.	No explanation is provided.

6. Please describe the information that will be included in each student's progress report. Also, please provide a sample progress report in the Appendix. Please list the exact location where the progress report can be found in the Appendix.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is strong; progress report is extremely clear; report is highly likely to convey specific information regarding student academic achievement; report includes all required components as detailed in IDOE's SES Policies & Procedures,	Description is generally clear but not extensive; progress report is adequate; report seems adequate to convey specific information regarding student academic achievement; report includes all or most of the required components as detailed in IDOE's SES	Description is partial or vague; progress report is unclear or overly complicated; report seems unlikely to convey specific information regarding student academic achievement; report includes few or none of the required components as	No description or report is provided.

Appendix F1.	Policies & Procedures, Appendix F1.	detailed in IDOE's SES Policies & Procedures, Appendix F1.	

SECTION VI. Qualifications of Instructional Staff (10%)

1. Describe applicant's tutor qualifications to provide high quality supplemental services. <u>Descriptions of staff qualifications</u> MUST include a description of degrees or certifications necessary to become a tutor.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is clear and complete; tutor qualifications are strong and likely to support high quality services.	Description is somewhat clear; tutor qualifications are adequate to support high quality services.	Description is partial or vague; tutor qualifications seem inadequate to support high quality services.	No description is provided OR no description of degrees and/or certifications necessary is provided.

2. Describe how applicant's tutor qualifications are appropriate for applicant's program <u>and</u> how these qualifications will enable tutors to improve student academic achievement.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extremely clear; qualifications are highly appropriate for programming; applicant demonstrates a strong understanding of qualifications necessary for the programming.	Description is adequate; qualifications are adequate for programming; applicant demonstrates an adequate understanding of qualifications necessary for the programming.	Description is partial or vague; qualifications are inadequate or inappropriate for programming; applicant demonstrates a poor understanding of qualifications necessary for the programming.	No description is provided

3. Describe applicant's process for recruiting and retaining high quality staff.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extremely clear; process for recruiting & retaining is extensive and highly appropriate.	Description is adequate; process for recruiting & retaining is adequate.	Description is partial or vague; process for recruiting & retaining is vague and inadequate.	No description is provided.

4. List <u>and</u> describe the professional development opportunities tutors will be required to attend. In addition, <u>explain</u> how each opportunity will enable tutors to help students improve academic achievement.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive;	Description is clear but not	Description is partial or	No description is provided.

opportunities are extensive, and highly likely to lead to improved instruction.	extensive; opportunities are clear but not extensive and somewhat likely to lead to improved instruction.	vague; opportunities are limited and seem inadequate and unlikely to lead to improved instruction.	

5. Describe applicant's process for regularly reviewing staff performance. Please include any tools that will be used throughout the process.

STRONG (3 pts.)	**MODERATE (2 pts.)**	**LIMITED (1 pt.)**	**NOT PROVIDED (0 pts.)**
Description is extremely clear; process is extensive and highly appropriate and seems likely to support high quality instruction.	Description is adequate; process is adequate and seems probable to support high quality instruction.	Description is partial or vague; process is inadequate and seems unlikely to support high quality instruction.	No description is provided.

PART THREE
This part of the application is reviewed by IDOE but is not scored.